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ABSTRACT

The recommendations outlined in this paper were designed for preparing specialists in speech communication and in theater as well as for preparing communication and theater components in all teacher education programs. Two objectives are outlined: (1) the development of the prospective teacher's own communication and performance competencies in order to facilitate learning, and (2) the development of communication and performance competencies in pupils. Part 1, "Basic Programs," is divided into five topics: curricula for basic programs; faculty for basic programs; students in basic programs; resources and facilities for basic programs; and evaluation, program review, and planning. The topics discussed include the design of curricula, the general studies component, the professional studies component, humanistic and behavioral studies, competence and utilization of faculty, faculty involvement with schools, admission to basic programs, counseling and advising for students in basic programs, materials for basic programs, evaluation of graduates, and use of evaluation results to improve basic programs. Part 2, "Advanced Programs," is divided into the same topics and similar points are discussed for the advanced level. (TS)

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GUIDELINES FOR SPEECH COMMUNICATION AND THEATRE PROGRAMS IN TEACHER EDUCATION

Approved by

Speech Communication Association

American Theatre Association

January 1975

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Prepared by a Joint Task Force
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GUIDELINES FOR SPEECH COMMUNICATION AND THEATRE IN TEACHER EDUCATION

Purpose

The Speech Communication Association and American Theatre Association jointly recommend the following Guidelines to accompany the NCATE Standards for the Accreditation of Teacher Education in developing and assessing teacher preparation programs. The recommendations may be interpreted as guides for preparing specialists in speech communication and in theatre as well as for the preparation of communication and theatre components in all teacher education programs. The numbering system and descriptions correspond directly to categories in the NCATE Standards.* The guidelines, officially approved by SCA and by ATA in January 1975, are preliminary to the recommendations of specific teacher competencies in speech communication and in theatre which are currently being prepared by the joint task force of the two associations.

Introduction

Traditionally speech and theatre programs at both the secondary and post secondary levels were merged into single administrative units. Teachers tended to be generalists preparing to teach the gamut of courses in speech, theatre, media, and forensics and to direct all of the related curricular extension activities. While separate departments of speech, theatre, rhetoric, speech communication, or speech and theatre have existed for many decades in colleges, many such programs in secondary schools have traditionally been administered through English departments. However, because of the rapid growth of research and knowledge in the areas of speech and theatre and the expanding curricula and enrollments at both the secondary and post-secondary levels, new administrative structures and teaching combinations have emerged. The guidelines which follow describe preparation patterns possible for specialists in various areas of speech and theatre (and for media components within those programs), at the various academic levels. Also included are recommendations for the preparation of teacher educators of speech and theatre specialists.

The general concerns of speech and theatre are those processes through which humans establish and maintain interrelationships through infinite combinations of verbal and non-verbal messages, media, and contexts. Instruction from the speech and theatre viewpoint is designed to enhance interactions such as face-to-face interpersonal communication, public speaking, mass media, and the aesthetic experiences involving audience and performer.

Because of the multi-faceted nature of the speech communication and theatre fields, speech communication and theatre programs or their components may be interdisciplinary or located administratively in the social sciences, education, humanities or fine arts, as well as in the newly emerging units such as departments and colleges of communication, performing arts, and human development.

*(Prepared according to Recommended Standards for Teacher Education, approved and transmitted by the American Association of Colleges for Teacher Education to the National Council for Accreditation of Teacher Education.)

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Whereas speech communication programs emphasize the processes of the social sciences and humanities in studying human interactions in historical and contemporary perspectives, theatre programs emphasize artistic and aesthetic processes in the same perspectives.

It should be recognized, however, that as both an art uniquely concerned with humans as the media of expression, and as an organized system designed to create and promote an artistic product, some aspects of theatre may well contribute to processes studied in speech communcation programs, e.g. intra-personal communication, non-verbal behavior, small group communciation, public speaking, and mass communication; conversely, those same speech communication processes may also contribute to the theatre process. Thus, the commonalities which exist between these two content fields may enhance both disciplines while serving as a common foundation for the total education of the prospective teacher, and of every human being.

Since teaching-learning processes are primarily symbolic interactions, teacher preparation programs should be concerned with speech communication and theatre education for two purposes: (1) the development of the prospective teacher's own communication and performance competencies in order to facilitate learning, and (2) the development of communication and performance competencies in pupils. Therefore, speech communication and theatre programs need to provide opportunities for potential teachers across disciplines and academic levels to develop cognitive, psychomotor, and affective competencies related to discussion leadership, group problem-solving, appropriate message organization and delivery, a rich repertoire of non-verbal behaviors, aesthetic awareness, empathetic response, artistic sensitivity, sensitive evaluation of performance, and a support of the right to free speech.

To fulfill the goal of facilitating pupils' competencies in speech communication and theatre, service programs for all teachers should include theoretical and practical components in application of language acquisition, communication development in relation to the development of self-concept and the role of interpersonal communication, and theatre arts methodologies in supportive learning environments with special contributions to experiential learning, e.g. role playing, creative dramatics, and simulation.

Since human interrelationships are ultimately the concern of many disciplines, and certainly the concern of education, as expressed in the goal statements of the fifty states,[1] speech and theatre programs are frequently found contributing to interdisciplinary and cross disciplinary curricula among diverse fields such as anthropology, fine arts, history, political science, psychology, and sociology.

In observing speech communication and theatre programs for teacher preparation, it will be obvious that the more dynamic programs include components reflect contemporary applications of speech and theatre processes to social, political and artistic issues.

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[1] State Goals for Elementary and Secondary Education, Cooperative Accountability Project, Denver, Colorado, Report No. 4, prepared by Susan Ketchum Ribble, revised 1973.

GUIDELINES FOR SPEECH COMMUNICATION AND THEATRE IN TEACHER EDUCATION

PART I: BASIC PROGRAMS

1. CURRICULA FOR BASIC PROGRAMS

Teacher preparation programs in speech communication and theatre should reflect specialist components for speech communication teachers and theatre teachers as well as a service component for all teachers. It is likely that some parts of the specialist and service curriculum components will overlap, while other parts will differ in depth of content and required student performance to fulfill different instructional purposes. In order to provide internal consistency in the teacher preparation programs, there should be clearly defined objectives to which every program component relates.

1.1 Design of Curricula

1.1.1 Specialist Programs. These should be designed to enable the prospective teacher to achieve the following objectives related to self and students.

1.1.1.1 To develop personal communication skills and theatre performance competencies and attitudes in order to become a facilitator of learning, a model of communication competence (including the empathetic communication of the affective domain), and a resource person for facilitating communication in educational and community settings.

1.1.1.2 To facilitate the development of student behaviors which enable them to:

1.1.1.2.1 communicate effectively in a variety of contexts.

1.1.1.2.2 develop aesthetic values and senstive responses to artistic experiences.

1.1.1.2.3 predict more accurately the consequences of communication decisions and behaviors.

1.1.1.2.4 manage essential factors in communication situations such as selection, development and presentation of ideas, strategies and media to influence human behavior.

1.1.1.2.5 evaluate messages on the basis of functional, ethical and aesthetic considerations.

1.1.1.2.6 develop a personal communication style which can be adapted appropriately to a variety of communication contexts.

1.1.1.2.7 participate in a democratic society (including freedom of artistic expression), through development of specific encoding and decoding skills and attitudes which promote free inquiry, critical listening, receptiveness toward divergent viewpoints, and willingness to support (functionally or artistically) an unpopular idea.

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1.1.1.2.8 facilitate intercultural communication through increased sensitivity to similarities and differences among groups, through appropriate applications of the principles and processes of interpersonal communication, and through aesthetic experiences such as theatre performances.

1.1.1.3 To facilitate the development of career-related competencies for:

1.1.1.3.1 those pupils who are potential specialists in any of the various areas of speech communication and of theatre.

1.1.1.3.2 all pupils employing intrapersonal, interpersonal (including empathetic), communication processes related to selection and preparation for specific careers, and to communication in relation to data, people and objects in the world of work .

1.1.2 Service Components. Curricula should be designed so that prospective teachers may develop communication and theatre competencies characteristic of productive learning environments. These would include aspects of the specialist categories with emphasis on the development of the teacher's personal communication skills, promotion of pupils' communicative competencies, development of aesthetic senstivity, practical knowledge of content and strategies of theatre (e.g. creative drama) and of speech communication as these relate to educational goals.

1.2 General Studies Component

1.2.1 Specialists. The general studies component should provide the prospective speech communication teacher and theatre teacher: 1) opportunities for achieving proficiency in areas comprising the communication processes of speaking, listening, reading and writing; 2) opportunities for demonstrating competencies in performing, visual, literary and film arts; 3) knowledge of self and environment.

1.2.1.1 This component should provide a wide range of experiences and exposures to the methodologies and viewpoints of various disciplines and fields of study.

1.2.1.2 General studies components to support the individual's teaching specialty should be selected from areas such as the humanities, social and natural sciences, applied, performing and fine arts, business administration, and physical education.

1.2.1.3 Specific programs such as linguistics, sociology, psychology, architecture, painting and sculpture, dance, music, and literature, should be selected to support the individual's interests and to develop abilities to utilize the selected specialty area within the grade level and social context for which the teaching is planned.

1.2.2 Speech-Theatre Contributions as Service Components of General Studies. Curricular components from the speech and theatre

programs should be selected to fulfill general studies requirements for all teachers. Particularly appropriate are components emphasizing knowledge about human communication and requiring participation in activities immediately applicable to teaching-learning processes, e.g. interpersonal and intercultural communication, small-group processes, listening processes public speaking, mass communication, forensic activities, media selection and implementation, oral interpretation, theatrical performance as both producer and consumer.

1.3 Professional Studies component. This component should provide opportunities in the areas of content for the teaching specialty, human and behavioral sciences, teaching and learning theory, and practicum to enable prospective teachers to function effectively in various educational contexts. SCA and ATA, through various conference recommendations and documents, have evidenced support for the competence/performance-based movement and its implications for teacher education. In fact, by virtue of the nature of its content, observable performance as the basis for assessment has been traditional and integral to research and instruction in speech communication and in theatre. All facets of the teacher education program, but especially the professional studies component, should reflect objective, observable indicators of competence.

1.3.1 Content for the Teaching Specialty. These components of the program should be designed to promote competencies which enable prospective teachers to function in one or more professional roles in educational contexts. These roles should be reflected in the stated program goals, and should be realistic on the basis of current needs in education and society and with respect to potential ability of students to become proficient in a content area within recommended time limits.

1.3.1.1 Speech Communication teaching and theatre teaching roles and related content emphasis may include any number of the following, in combination, depending upon overall policies and capabilities of the certifying institution and conjoint community needs and facilities.

1.3.1.1.1 Specialist for pre-school through primary levels should emphasize content intensively related to the facilitation of language acquisition and development of communication skills, including creative drama, story telling, multi-cultural variables, problem-solving, integration of the language processes, classroom interaction, recognition of early childhood language and communication problems, media expression, etc.

1.3.1.1.2 Area specialist programs for elementary and/or middle school levels should include content (although perhaps at a less intensive level), related to that in pre-school and primary preparation, but should add content more intensively related to communication in groups, theatre performance and production components appropriate to the education level (e.g. setting, costume, lighting, acting, and scripts), media, voice improvement, non-verbal behavior, communication disorders

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(such as reticence and decoding deficiencies), interpersonal communication as it relates to development of self concept, media production and evaluation.

1.3.1.1.3 Specialist programs for the secondary levels may prepare subject matter teachers (speech communication and/or theatre). In some high schools, more specific specialties may even be apparent (such as in media, or technical theatre), or there are cross-disciplinary teachers in two or more specific disciplines, one of which is speech communication and/or theatre. In addition to content included for programs with younger age groups, secondary speech communication specialists should study intensively content in one or more areas such as interpersonal communication, group communication, media, rhetoric, etc., secondary theatre specialists should study all facets of theatre art and media at levels enabling them to teach theatre as process and as product.

1.3.1.1.4 K-12 specialist program content should provide a broad understanding of human development and the concommitant stages of language and communication development and such practical elements as institutional program development, technical facilities, and community relations which would enable the specialist to function as a resource person at appropriate levels. It is particularly recommended that the K-12 specialists' programs include preparation in speech communication and in theatre, since programs in both areas across grade levels are likely to require broad knowledge and experience.

1.3.1.1.5 Curricular extension programs. Related to the above specialties, programs preparing speech communication and theatre specialists will provide opportunities to develop competencies in establishing curricular extension programs in all areas of specialization. Extensions in the university context and the cooperating school system, include interpretive readings, solo performances, individual events, debate teams, theatre productions, honorary speech and theatre organizations, community persuasion campaigns, clubs, media productions and presentations, and adult education.

1.3.1.1.6 Speech communication and theatre contributions as service components of content for the teaching specialty. In keeping with goals outlined in previous sections, specially designated components for all programs, K-12, and for all disciplines should provide the prospective teacher with opportunities to:

1.3.1.1.6.1 demonstrate understandings of the elements, processes and contexts of communication in relation to the teaching specialty.

1.3.1.1.6.2 demonstrate understanding of human developmental stages and problems as reflected in language and communication behaviors.

1.3.1.1.6.3 demonstrate competencies in managing classroom communication in the context of the teaching specialty to enhance positive self-concepts, and to provide a supportive learning environment.

1.3.1.1.6.4 demonstrate recognition of theatre as an art product and as strategy and process which can be utilized as a basic contribution to teaching-learning processes.

1.3.1.1.6.5 demonstrate recognition of media processes, concepts, and products as contributory to teaching-learning processes.

1.3.1.1.6.6 demonstrate attitudes of evaluating students, teaching materials and colleagues free from sex or cultural bias.

1.3.2 Humanistic and Behavioral Studies. This component should provide all prospective teachers at all levels, pre-K through high school, as well as the speech communication and/or theatre specialist with the opportunity to understand and apply: the history and various philosophies of education; the developmental psychology of the human being from conception through adulthood; and the psychology of learning, including the integral relationships between language acquisition and the development of communication to motivation and learning at all levels. Selection of content in these areas should be consistent with programmatic objectives for the prospective teacher. Many of the specific content areas such as general semantics, non-verbal communication, group dynamics, and communication in historical (including futuristic), and political contexts, acting, oral interpretation, design, theatre history, criticism and theory, etc. may contribute to the humanistic and behavioral studies areas of non-speech and theatre specialists.

1.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience.

1.3.3.1 Learning theory should be applied in supervised laboratory and clinical experiences enabling the prospective teacher to:

1.3.3.1.1 develop sensitivity to pupils from diverse social and economic backgrounds.

1.3.3.1.2 adapt content to pupils with varying levels of motivation and skills development.

1.3.3.1.3 observe and participate with pupils and their parents in varying contexts of formal and informal school, community, social, and recreational activities.

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1.3.3.2 Laboratory and clinical experiences for speech communication teachers and theatre teachers should develop proficiencies in:

1.3.3.2.1 curriculum development for speech communication or theatre as applied to basic courses and areas of specialization at appropriate grade levels.

1.3.3.2.2 involving students in the creative process.

1.3.3.2.3 teaching students to evaluate performance within selected areas of specialization.

1.3.3.2.4 making relevant applications of theories and historical perspectives.

1.3.3.2.5 teaching technical skills in selected areas of specialization.

1.3.3.2.6 directing students in curricular extension activities related to the area of specialization.

1.3.4 Practicum. The practicum component of the program should provide intensive supervised internship experiences, preferably in more than one education institution. Although not yet widespread, the movement toward teacher centers, which involves community personnel and systemmatic evaluation of the intern's performance, is endorsed as a potentially positive substitute for traditional practicum contexts.

1.3.4.1 The internship for the speech communication teacher and the theatre teacher should be preceded by experiences outlined in 1.3.3 above. This component should be supervised by competent college and school personnel from the area of specialization and the level at which the certification is desired.

1.3.4.2 The component should include supervised teaching experience in the classroom as well as curricular extension activities in more than one area of specialization.

1.3.4.3 Practicum should provide a variety of settings and student groups with which the potential teacher can work.

1.3.4.4 The practicum should provide experiences in establishing public relations such as conferences with parents, administrators, social and health agencies, as well as opportunities to develop supportive school-community relationships.

1.4 Use of Guidelines Developed by National Learned Societies and Professional Associations. Although teacher-education institutions may choose to utilize guidelines from a variety of professional associations related to speech communication and theatre, their programs should demonstrate awareness of SCA/ATA as representative of the largest percentage of teachers and researchers in theatre arts and speech communication. While there is a large overlap in the membership of SCA and ATA, the latter represents specialists in all aspects of educational and professional theatre through their associations: American Community Theatre Association, Army Theatre Arts Association, Children's Theatre Association, National Association of Schools of Theatre, Secondary School Theatre Association, University and College Theatre Association, and University Resident Theatre Association; and the former spans, through its divisions, the areas of forensics, interpersonal and small-group communication,

interpretation, mass communication, public address, rhetorical and communication theory, the speech sciences and theatre. Both organizations include activities in instructional development for teachers at all levels and for teacher educators.

SCA and ATA have noted that many national learned societies and professional associations, representing disciplines other than speech communication and theatre, have recommended teacher education program components comprising communication and theatre arts competencies. Because of the integral relationships among learning processes and processes of speech communication and theatre arts, this practice is supported not only philosophically, but practically, by the provision of a service component within these guidelines.

1.5 Control of Basic Programs. The program should provide an orderly and cooperative procedure by which the speech communication and theatre faculties, education faculty, and the classroom teacher may design, approve, and continually evaluate and develop the basic program. Programs should continuously integrate developments from research and instruction in the fields of speech communication and theatre and from education, in general.

2. FACULTY FOR BASIC PROGRAMS

While the preparation of both speech communication and theatre classroom teachers may be the responsibility of all members of the speech and/or theatre departments, most faculty members may not have had teaching experience at the elementary and/or secondary levels. However, the individuals specifically responsible for the speech communication teacher or the theatre teacher preparation programs should have had experience in their specialty areas at appropriate educational levels. In addition, the individual should have had recent experience at the appropriate K-12 level or be expected to go into the schools (perhaps through faculty exchange programs), for extensively up-dating his experiences.

2.1 Competence and Utilization of Faculty

2.1.1 All individuals responsible for the preparation of prospective classroom teachers should have demonstrated competence in the designated area of expertise with appropriate academic credentials and/or practical/professional experience.

2.1.2 All individuals in the speech communication and theatre preparation programs should demonstrate professional growth reflective of the dynamic changes in:

- 2.1.2.1 the general field of education.
- 2.1.2.2 the general fields of speech communication and theatre.
- 2.1.2.3 their special areas of expertise in relation to, or as part of, such movements as: media and technological advances; communication as a field of study in the social sciences; the emerging role of the theatre in education, and education through theatre; new movements in theatre art; the interrelationships of theatre, media and speech communication as academic disciplines; changes in world contexts reflected in the field.

2.1.3 Competence of the speech communication and theatre teacher preparation faculties is judged in the contexts of teaching, scholarly productivity and service.

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2.1.3.1 Teaching in the speech communication and theatre teacher preparation area occurs in diverse contexts such as the classroom, individualized laboratories, artistic productions, forensic experiences, field trips, community programs, and curricula, which contribute to the preparation of all teachers.

2.1.3.2 Scholarly productivity in speech communication and theatre teacher preparation programs includes research, publication, artistic production, forensic experiences, and curriculum development.

2.1.3.3 Service occurs in the context of educational institutions (including committees, commissions, formal and informal contacts with groups), professional organizations (local, regional and national), local, state and national community agencies. Members of the speech communication and theatre preparation programs should have open patterns for inter- and cross-area communication with all programs of the institution, as well as with community and professional organizations.

2.2 Faculty Involvement with Schools

2.2.1 Faculty members should be involved with the teaching profession as well as with elementary and secondary schools as representatives of the instructional areas that they represent. This involvement is conducted through informal and formal organizations. All faculty members should be involved at the local level, and some faculty members should be involved at both the state and national levels with organizations and groups representing the instructional and/or professional areas.

2.2.2 Faculty members in the speech communication and theatre teacher preparation programs should be involved and have their students involved with current activities of the public school programs, e.g. workshops, festivals, and institutes.

2.2.3 Faculties of the speech communication and theatre teacher preparation program faculty should be actively involved in services offered to the elementary and secondary schools. This may be accomplished by such activities as consultant services, extension classes and curriculum development activities.

2.2.4 To ensure quality criteria, speech communication and theatre teacher preparation faculties should be involved in the selection of classroom teachers who will supervise the work of interns or student teachers in the schools.

2.3 Conditions for Faculty Service. The institution should demonstrate appropriate consideration of expanded curricular responsibilities of the speech communication and theatre teacher preparation faculties in contractual agreements.

2.3.1 All responsibilities of the speech communication and theatre teacher preparation faculties (e.g. directing plays, coaching debate and forensic activities, organizing curricular extension events, and supervising student teachers in similar programs of activities), should be allocated appropriate percentages of time in the determination of total faculty load.

2.3.2 Although many will be generalists in their fields, the faculty members should not be expected to be competent for college-level instruction in more than two specialized content areas within the program. The institution should have a plan for

faculty development which provides load time and extra opportunities for improvement in teaching, for scholarly activity and service through such opportunities as in-service education, sabbatical leave, travel, summer leaves, intra- and inter-institutional visitation, and fellowships. In addition, the following conditions should be apparent:

2.3.2.1 appropriate utilization of faculty strength.
2.3.2.2 right to collective bargaining.
2.3.2.3 involvement in university committees, faculty groups, and related community activities.
2.3.2.4 freedom to express viewpoints divergent from those of the administration or community without fear of reprisal.
2.3.2.5 participation in determining a definite procedure for a regular faculty evaluation device with evaluations scheduled in advance, and completely and openly discussed with faculty members.

2.4 Part-Time Faculty. Since an adequate full-time faculty is necessary to have a unified, cohesive, coherent program in the preparation of the speech communication teacher and the theatre teacher, part-time and/or adjunct appointments should be limited unless warrented by exceptional circumstances in highly specialized areas of expertise.

3. STUDENTS IN BASIC PROGRAMS

3.1 Admission to Basic Programs. Criteria for admission to speech communication and theatre teacher preparation programs must be consistent with the objectives of the program and with the program's conceptualization of the role of the teacher of speech communication or theatre at the various levels of teaching service. Students denied admission to the program must be advised of the reason for exclusion.

3.2 Retention of Students in the Basic Program. The speech communication and theatre teacher preparation programs should assess a student's skills, knowledge, attitudes and personal characteristics, using a system which is as objective as possible, explicit and public, and which allows the student adequate opportunity to achieve an acceptable level of competence in required areas. Assessment should be continuous and should be available so that the student can check on his own progress. If the objectives are clear, and if the student is provided with opportunities for observing progress and is continuously advised concerning success in reaching these objectives, the program is likely to be characterized by voluntarily deselection where appropriate.

3.3 Placement. Students should be pre-assessed for purposes of diagnosis and placement in the speech communication and theatre fields. The student's prior experiences, accomplishments and interests should be considered. Individualized help and special programs should be provided for those students seeking to enter the program but not capable of meeting minimal requirements.

3.4 Counseling and Advising for Students in Basic Programs. The speech communication and theatre teacher preparation programs should provide guidance and counseling to students in the following problem areas:

3.4.1 selection of appropriate general studies which support the speech communication and theatre programs.

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3.4.2 choice of study and workload consistent with the student's ability and time constraints.

3.4.3 selection of a range and depth of specialized study consistent with the student's educational and career objectives.

3.4.4 consideration of career choices and specialities open to the speech communication or theatre education student.

3.4.5 selection of clinical and practical teacher education experiences in speech communication and/or theatre to enhance the student's professional skills.

3.5 Student Participation in Program Evaluation and Development. Speech communication and theatre education programs should encourage informal feedback and provide for formal input of students in program evaluation and development, recognizing that such input is both the right and the responsibility of the prospective teacher.

4. RESOURCES AND FACILITIES FOR BASIC PROGRAMS

Resources and facilities should include adequate sources within the fields of speech communication, theatre and education, as well as the fields with which each interrelates. Speech communication and theatre education budgets for print and non-print resources may need to be formulated differently from budgets for other areas. Speech communication and theatre requests are characteristically interdisciplinary in scope and include the most current resources as well as the very rare or out-of-print materials. Since symbolic interactions in human interrelationships are studied in past, present and future contexts, needed resources are of a diverse nature.

Holdings in the library and media centers should be broad, deep and current for specialty areas in speech communication education and in theatre education as well as for education, in general.

The program should give evidence that where the university's facilities are inadequate, the facilities of other institutions are being utilized to assure adequate preparation.

4.1 Library. The library holdings relevant to speech communication and/or theatre teacher preparation should be adequate to support the instruction, research and services indigenous to the program, and should be utilized as an integral part of that preparation.

4.1.1 Checklists of resources published by SCA and ATA should serve as a guide to the minimal holdings for speech communication and for theatre.

4.1.2 Components of ERIC and other information-retrieval and dissemination systems should be among the library holdings.

4.2 Materials. A materials and instructional media center for speech communication education and for theatre education should be maintained either as a part of the library and/or as one or more separate units, and should be adequate to support the teacher preparation program. It should be updated and expanded as necessary to reflect contemporary developments in the field, particularly with respect to professional journals produced by speech communication, theatre and education associations, and sample curriculum resources.

4.3 Physical Facilities and Other Resources. The physical facilities and resources for speech communication and theatre education must be of sufficient variety and quality to facilitate instruction and to prepare teachers to function under diverse circumstances.

4.3.1 The facilities should provide opportunities for the prospective teacher to participate in a broad range of theatrical productions including a variety of styles of presentation and theatre architectural form and space arrangements.

4.3.2 Space and furnishings should provide flexible arrangements for varying sized groups and activities.

4.3.3 Technology related to the various areas of speech communication and theatre should be available for utilization by students in the speech communication and theatre teacher preparation programs, e.g., language laboratories, spectrographs, physiological models, video- and audiotape equipment, film equipment, current lighting, staging and other theatrical equipment and instrumentation.

5. EVALUATION, PROGRAM REVIEW AND PLANNING

5.1 Evaluation of Graduates. The speech communication and theatre teacher preparation units should provide an ongoing systematic evaluation of their current and past graduates, based upon the program goals, and should utilize the results of their evaluation in program revision and development.

5.2 Use of Evaluation Results to Improve Basic Programs. The speech communication and theatre teacher preparation units should periodically review their entire program to assure that the goals, course content, administrative organization, faculty, and other such components reflect contemporary developments.

5.3 Long-Range Planning. The speech communication and theatre teacher preparation programs, as well as the institution as a whole, should utilize on-going, long-range planning for improving and advancing present programs and/or developing new programs. These plans should be kept in the perspective of contemporary developments.

As the roles of teachers change in K-12 programs, the speech communication and theatre teacher preparation programs should be reviewed to ensure that speech communication and theatre programs are not too fragmented or specialized for establishing unified programs, contributing to the work of the teaching generalist.

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PART II: ADVANCED PROGRAMS

G.1 CURRICULA FOR ADVANCED PROGRAM

Teacher preparation programs in speech communication and theatre should reflect a specialist component for speech communication teachers and theatre teachers as well as a service component for all teachers. It is likely that some parts of the specialist and service curriculum components will overlap, while others will differ in depth of content and required student performance to fulfill different purposes. However, in order to provide internal consistency in teacher preparation programs, there should be clearly defined objectives to which every program component relates. Advanced programs can offer approved programs of study for any or all of the degrees such as MAT, MED, DED, Ph.D., MFA, as well as for non-degreed studies.

G.1.1 Design of Curricula. This should provide opportunities for:

- G.1.1.1 the development of specialists in speech communication and/or theatre to serve in various educational contexts
- G.1.1.2 teachers at various grade levels and disciplines, counsellors and administrators to utilize methodologies and content from speech communication and theatre to enhance their educational roles.
- G.1.1.3 teachers at all grade levels to influence and pursue advanced degree credit through flexible and relevant curricular offerings, including off-campus programs, weekend workshops, teacher centers, and in-service programs.

G.1.2 Content of Curricula. While content, in some cases, will overlap between the master's and doctoral levels, graduates of doctoral programs should demonstrate a broader range and greater depth of competencies in two or more areas such as teaching, administration, supervisory, or scholarly activities, in institutions of higher education, the community, school systems, teaching centers, extension programs, business and industry. Masters' programs should provide all students with opportunities to perceive the interrelationships among research and teaching through theoretical and practical experiences and should facilitate competencies for careers as consultants, resource personnel, program supervisors or classroom teachers.

G.1.2.1 Content for speech communication and/or theatre education and educational specialist programs at the doctoral levels should provide students with competencies for at least one of the following roles related to speech communication and/or theatre:

- G.1.2.1.1 researcher and teacher at the college or community-college level.
- G.1.2.1.2 supervisor of master's and doctoral research, teacher preparation and/or creative productions at the college or community-college level.
- G.1.2.1.3 administrator of curricular extension or research
- G.1.2.1.4 communication consultant on problems of interpersonal, intercultural, and organizational communication occuring in educational and related contexts.
- G.1.2.1.5 theatre specialists in problems of application of theatre as product and process in various

organizational and institutional environments.

G.1.2.2 Content at the master's level should provide students with competencies for at least one of the following roles:

G.1.2.2.1 teaching specialist or resource person in speech and/or theatre at the elementary, secondary or community college level.

G.1.2.2.2 theatre director and teacher at the secondary or community college level.

G.1.2.2.3 administrator of curricular extension or research programs related to specialty areas.

G.1.2.2.4 communication consultant on problems of interpersonal and organizational communication occuring in educational contexts.

G.1.2.2.5 supporting roles for G.1.2.1.1, 1.2.1.2, 1.2.1.3 and 1.2.1.4.

G.1.2.3 Components for Specialists. Components of the advanced program should provide for the needs of the particular curricular specialists in speech communication and in theatre in the following manner:

G.1.2.3.1 the opportunity to avail themselves of humanistic and behavioral studies outside the speech communication and theatre curricula which are related to their special interests and pursuits.

G.1.2.3.2 the opportunity to pursue areas of specialty at the advanced content level.

G.1.2.3.3 the opportunity to further explore educational theories in relationship to problems in the teaching of their specialty. This exploration should be enhanced with opportunities in clinical experiences and experiments, especially for graduate teaching assistants and those intending to teach in post-secondary settings. In addition, the graduate teaching assistant should have an in-service teaching program available.

G.1.2.4 Components of the Service Areas. The service programs should provide those persons doing advanced studies in related areas (e.g., English, educational counseling, and administration), with recognition of the goals, relationships, structures and needs of speech communication and theatre curricula and curricular extensions for students in elementary, secondary, community college, and four-year colleges and universities.

G.1.3 Research in Advanced Curricula. The program should provide the opportunities to learn, apply, and utilize research techniques, particularly as they relate to education in speech communication and in theatre.

G.1.3.1 Students are encouraged to study in academic areas utilizing methodologies related to their research interests, e.g., psychology, history, physics, English literature, and art.

G.1.3.2 Competence in research should be demonstrated through completion of a thesis or a comparable field project for the educational specialist or doctorate degrees. Candidates should demonstrate ability to apply methodologies in selected areas of scholarly and teaching interests.

G.1.4 Individualized Programs of Study. The program should provide opportunities for the student, with appropriate supervision, to meet individual needs through independent study, individual research, and the creation of personalized advanced study programs in, and partially outside, the discipline area.

G.1.5 Use of the Guidelines Developed by National Learned Societies and Professional Associations. In their guidelines for advanced programs, many national learned societies and professional associations representing various disciplines have included components pertaining to speech communication and to theatre. Because of the integral relationship between learning processes and those of speech communication and theatre arts, this practice is supported, not only philosophically, but practically, by the provision of a service component within these guidelines.

G.1.6 Quality Control. Control of quality of advanced programs depends upon the students, available curriculum and resources, and primarily the quality of the faculty, all of which have been described in preceding and subsequent sections.

In addition, the following factors should be observed:

G.1.6.1 A major portion of the graduate programs for each candidate involves studies more advanced in depth and breadth than those pursued at the undergraduate level; credit from remedial courses or courses designed to remove deficiencies are not applicable toward a graduate degree; programs admitting both graduate and undergraduate students should distinguish between basic and advanced levels of expected competency on the basis of observable student performance.

G.1.6.2 The length of required residency for doctoral and/or masters' candidates should be considered with respect to the nature of the program and its goals, the teaching-learning situation, opportunities for contacts with faculty and student colleagues, class size and field work.

G.1.7 Control of Advanced Programs. The primary responsibility for the initiation, development, and implementation of the advanced programs for speech communication and theatre education lies with the administrative heads and the faculties of the appropriate departments or units, in consultation with appropriate faculty representatives in the professional studies sequence and in related program areas. Program goals and criteria for student retention should be clearly communicated and fairly administered.

G.2 FACULTY FOR ADVANCED PROGRAMS

G.2.1 Preparation of Faculty. Faculty members teaching in advanced teacher education programs for speech and for theatre should:

G.2.1.1 hold doctorates with advanced study in each field of instructional specialization, or

G.2.1.2 hold the terminal degree in their academic areas, or

G.2.1.3 have demonstrated scholarly competence in professional writing, research or other activity through which they have gained significant professional recognition.

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G.2.2 Composition of Faculty for Doctoral Degree Programs.

G.2.2.1 The guidelines from the appropriate regional accrediting agency should be considered in assessing faculty composition.

G.2.2.2 In supporting areas for each designated area of advanced study in teacher education for speech communication and for theatre, there should be at least three specialists who meet the criteria outlined in G.2.1, in addition to one full-time person holding the doctorate in the area of specialization in which the degree is offered.

G.2.3 Conditions for Faculty Service. The following conditions should be evident in relation to the faculty for advanced programs:

G.2.3.1 equitability of faculty load including advisement, dissertation supervision, committee participation, and class load.

G.2.3.2 appropriate utilization of faculty strength.

G.2.3.3 opportunities for professional advancement through factors outlined for faculty of basic programs.

G.2.3.4 involvement in professional organizations at state, regional and national levels.

G.2.3.5 right to collective bargaining.

G.2.3.6 involvement in university committees, faculty groups, and related community activities.

G.2.3.7 implementation of research studies.

G.2.3.8 opportunities for curricular extension activities.

G.2.3.9 freedom to express viewpoints divergent from those of the administration or community without fear of reprisal.

G.2.4 Part-Time Faculty. Part-time and visiting faculty should meet at least minimum requirements for appointment to the full-time faculty, should be employed only when they can make a special contribution to the speech communication and theatre programs, or should be assigned to teach graduate courses, serve on committees, or supervise research on the basis of their competencies as evidenced by experience, educational preparation, and scholarly achievements.

G.3 STUDENTS IN ADVANCED PROGRAMS

G.3.1 Admission to Advanced Programs. While the institution or academic unit may have specific admission requirements or may utilize evaluative instruments for selection, admission to advanced education programs in speech communication and in theatre should be based upon predictive data pertinent to:

G.3.1.1 the student's professional objectives.

G.3.1.2 the adequacy of the student's educational and experiential background related to advanced study.

G.3.1.3 the likelihood of successful completion of the program based upon a combination of past performance and inferences of current motivation.

G.3.2 Retention of Students in Advanced Programs. It is recognized that students often pursue advanced degrees while maintaining full-time careers, and that time limits for completion of a program should be flexible enough to meet variable student needs, while at the

same time assure that program competencies reflect contemporary developments in the field.

G.3.2.1 All components of the education programs in speech communication and in theatre should maintain systematic procedures for the continuous assessment of students and their currency of knowledge in advanced programs.

G.3.2.2 Opportunities for individual advisement on continuance at critical stages in the advanced program should be readily available.

G.3.3 Planning and Supervision of Students' Programs of Study.

G.3.3.1 Speech communication, theatre and education faculties involved in the individualized program, should work cooperatively with the student to provide advice and feedback on selection of curricular components, academic progress and career goals.

G.3.3.2 For thesis, dissertation or field projects, the program should provide opportunities for intensive and individualized interaction with faculty.

G.3.3.3 Doctoral committees should be carefully selected to reflect expertise in the student's area of specialization.

G.3.4 Student Participation in Program Evaluation and Development. The graduate student may be working with speech communication, theatre or related programs in the capacity of a full-fledged teacher or researcher. While his/her role as colleague and student may sometimes cause difficulties in clarifying relationships with senior faculty, this very duality may serve to provide useful evaluations for improvement of the advanced program.

G.3.4.1 The advanced student should be intensively involved in evaluation and development of his/her personal and professional growth in relation to the program goals.

G.3.4.2 The advanced speech communication and theatre programs should encourage informal feedback and provide for formal input from students on the structure, content, and operation of the advanced programs, their evaluation and development. It is recognized that such input is both the right and the responsibility of the student in advanced programs in speech communication and in theatre.

G.4 RESOURCES AND FACILITIES FOR ADVANCED PROGRAMS

In evaluating speech communication and theatre specialist and service aspects of advanced programs, resources and facilities outlined in the basic programs are minimal requirements.

G.4.1 Library. The library holdings relevant to speech communication and theatre should support advanced level research and studies indigenous to the programs, and should be utilized as an integral part of that preparation.

G.4.1.1 Students and faculties for advanced programs should have access to the resources of other libraries, as needed, for instruction and research.

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G.4.1.2 Students and faculties for advanced programs should have space available in the library for study and research.

G.4.2 Physical Facilities and Other Resources.

G.4.2.1 The physical facilities and other resources for speech communication and for theatre should meet the objectives of the various advanced studies and research projects of individual students, e.g., access to a computer, space and materials for study and research, performance facilities, and budgetary support.

G.4.2.2 Space for informal interaction among faculties and students and conference areas should be available.

G.5 EVALUATION, PROGRAM REVIEW AND PLANNING

Program planning should reflect continuous recognition of such factors as student and community needs, institutional resources and faculty competencies, based on descriptions outlined in previous sections of these documents. The sequence of requirements for the advanced programs (e.g. comprehensive examinations, theses and dissertations) should be clearly communicated to students and evaluated in relation to program goals.

G.5.1 Evaluation of Graduates. The advanced speech communication and theatre programs should provide ongoing, systematic evaluation of their graduates based upon the goals of the advanced programs.

G.5.2 Use of Evaluation Results to Improve Advanced Programs. The advanced speech communication and theatre programs, in their entirety, should be reviewed periodically to assure that the goals, course content, administrative organization, faculties and other such components are in keeping with contemporary developments.

G.5.3 Long-Range Planning. The advanced speech communication and theatre program, as well as the institution as a whole should utilize ongoing, long-range planning for improving and advancing present programs and for developing new programs. These plans should be kept in the perspective of contemporary developments.